

## FOREWORD

Guidance is recognized as one of the outstanding functions and opportunities of the school. Present-day social, economic, and industrial conditions have imposed burdens and responsibilities upon the school, which can only be met through a definite advisory program. Not only must the child be given the information necessary for making educational and vocational choices, but his attitudes must be emotionalized around educational and vocational careers that are feasible for him.

This bulletin on occupations, prepared by Harold L. Holbrook, of the Department of Public Instruction, is intended to meet in part the need for instruction and guidance preparatory to later curricular choices for pupils in the eighth grade of the school system. Though prepared primarily for the weekly guidance period in the eighth grade program of studies for the junior high school, it can be adapted to other eighth grade classes. The present outline is the outgrowth of a preliminary bulletin prepared sometime ago, and used generally in the junior high schools of the state. It is one of a series of bulletins to be prepared by the Department of Public Instruction dealing with the curriculum. We shall welcome suggestions for making the course more adequately serve the purposes for which it has been designed.

JAMES N. RULE,  
*Superintendent of Public Instruction.*

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# AN EIGHTH GRADE COURSE IN OCCUPATIONS

## Part I—The Course and Its Materials

A. General Aim: Purposeful choice and progress in education and later vocation.

B. Specific Aims:

1. To study the major vocational fields, and their correlation with courses of study in junior and senior high schools, special schools, colleges and professional schools.
2. To make a study of personality as a factor in vocational success.
3. To learn to appreciate the actual vocational and social value of school work and school activities.
4. To learn to use library facilities.
5. To analyze vocational fields with a particular view to curricular choice and vocational preparation.

C. The Place of This Course in the Seventh, Eighth, and Ninth grade Series.

The eighth grade course follows the "Seventh Grade Course in School Opportunities," Bulletin 48, which combines a general pre-view of educational possibilities in the higher schools with a closer view of the needs and possibilities of the seventh, eighth and ninth grades. This Eighth Grade Course in Occupations offers a corresponding introduction to our estimated five or six thousand occupations—upwards of twenty thousand payroll jobs—in the comparatively simple grouping of five main fields and three training levels. While each pupil studies at least one typical occupation in each of these main fields, that study is for the most part to understand better the major fields and their training levels, preparatory to such choice of curriculum as the school will offer in the ninth grade; and to make this school work more purposeful.

The ninth grade course following, is applied to an investigation by each pupil of that education and of those occupations, toward which his abilities and interests up to this time point.

D. Time Allotment

One period a week during the school year. The course is prepared to cover thirty-six periods.

E. Lesson Organization

No fixed or stereotyped development of lesson material is desired or intended in the accompanying outlines. While the general plan of presentation used may well include the main points listed in these pages, the lesson should take its course in larger

part according to the live interests of the class and local conditions.

The outlines given in the accompanying material are in no sense intended as teachers' lesson plans, though designed to bring out points of major importance. These courses call for careful preparation on the part of the teacher. A well organized lesson plan, for each lesson, is an investment that should not be overlooked.

The following are suggested as main divisions for a lesson: Topic, suggested purpose, assignment, including references, development, summary.

1. *The Topic.* The topics have been selected with intent to cover, collectively, the points of major value to the pupils, and to present them in a developmental order. There is no objection to changing the order of presentation, particularly if doing so means a better handling of subject matter and greater interest on the part of the pupils.

2. *Suggested Purpose.* The following from Briggs, gives both point of view in the matter of purpose, and a reason for the use of "suggested." "For every recitation unit pupils should propose purposes or comprehend, approve, and accept as their own purposes proposed by the teacher." Again, these must be "definite, specific, and worthy."

The acceptance of a purpose depends both upon the subject and its wording, the manner in which it is presented, and the personality of the teacher. Upon this approach must we depend for acceptance of the purposes suggested in this course, or others proposed by the teacher or pupils. The purpose should be clearly stated, its limits well defined, and so far as possible a situation should be developed, through the selection of topic and approach, such that the lesson will be of unusual interest and worth to the pupils at that particular time.

3. *Assignment.* Quoting from Waples, "Efficient teaching demands that a course of study be organized in terms of useful activities, and the pupils be shown in class how to perform these activities successfully." Assuming that learning about vocations is a useful activity for boys and girls in the junior high school, and that the lesson units are organized in such manner as to accentuate that usefulness, we have in presenting the assignments three important points to keep in mind: *what*, *why* and *how*. In other words, on the day that a new lesson is assigned, the teacher must be prepared to "put over" a real introduction to that lesson, and must so gauge her time in class that this will be accomplished. It is largely during this assignment introduction that the pupils either propose purposes for the lesson introduced, or understand, approve and accept the purposes proposed by the teacher. In either case the purpose may or may not be the one we have suggested for the lesson. If desirable, the en-

ture outline may be changed until it strikes such a key in motive and interest as to fulfill the requirements of a well organized lesson unit. That we may not be misunderstood in this, may we take it for granted that the teacher is motivated by pupil values in such change, rather than by the ease with which some other lesson may be prepared.

For references, it is likely that the course in occupations must vary somewhat in accordance with the variety of occupations in a given school district. Some book references, however, should be available. Even the smaller rural communities usually have represented in them the most important occupational fields.

4. *Development.* The development suggested may or may not be particularly applicable to a given situation in class work, depending upon local conditions. It is important that full use be made of assigned study and reports, both for the results in class and for the encouragement of individual study and preparation.
5. *Summary.* It is desirable for the teacher and pupils to summarize each lesson and field. This should be done prior to making an announcement of the following lesson assignments and references, especially if the necessary explanations are likely to become confused with the details of the unsummarized work.

## F Outline of Topics:

### Unit I—*What We Mean By Vocation*

#### *Lesson*

1. Introducing the eighth grade course in occupations.
2. The meaning of occupation and vocation.
3. Important facts about vocations.

### Unit II—*Learning About the Important Vocational Fields*

4. The important vocational fields.
5. Vocational training levels.

#### *Agriculture*

- 6-7. Plant husbandry.
- 8-9. Animal husbandry.

#### *Industry*

10. Mining.
- 11-12. Manufacturing.
- 13-14. Building.
- 15-16. Transportation and other public utilities.

#### *Commerce*

- 17-18. Buying and selling.
- 19-20. Correspondence, recording, accounting (the office).

#### *Home Making*

- 21-22. Family home making.
23. Institutional home making.



*Professions and Allied Services*

- 24-25. Arts professions and allied services.
- 26-27. Personal professions and allied services.
- 28-29. Government and allied public services.
- 30. Summary of Occupations.

Unit III—*My Vocation*

- 31-33. How people have succeeded in vocations.
- 34-36. My vocational plan.

G. Reference Material

Bibliographies

- 1. Allen, Frederick J.—*A Guide to the Study of Occupations*—Harvard Press, 1925
- 2. Teeter, Verl A.—*A Syllabus on Vocational Guidance*—Macmillan, 1928
- 3. U. S. Federal Board for Vocational Education, Bulletin No. 66—*Bibliography on Vocational Guidance*—Washington, D. C., 1925
- 4. Watson, Edna E.—*A Source Book for Vocational Guidance*—Wilson, 1930

*General Reading for Pupils*

- 1. Doxsee, Herald M.—*Getting Into Your Life Work*—Abingdon, 1923
- 2. Faris, John T.—*Winning Their Way*—Stokes, 1909
- 3. Hawksworth, Hallam—*What Are You Going to Be*—Century, 1924
- 4. Horton, Douglas—*Out Into Life*—Abingdon, 1924
- 5. Marden, O. S.—*Choosing a Career*—Crowell, 1921
- 6. Marden, O. S.—*Making Yourself*—Crowell, 1923
- 7. Sowers, John Irving—*The Boy and His Vocation*—Manual Arts Press, 1925
- 8. Wilkins, Zora Putnam—*Letters of a Business Woman to Her Daughter*—Jones, 1923

*Biography*

- 1. Bolton, Mrs. Sarah K.—*Lives of Girls Who Became Famous*—Crowell, 1925
- 2. Charnley, Mitchell V.—*The Boys' Life of the Wright Brothers*—Harper, 1928
- 3. Ferris, Helen, and Moore, Virginia—*Girls Who Did*—Dutton, 1927
- 4. Horton, Edith—*A Group of Famous Women*—Heath 1914
- 5. Meadowcroft, William Henry—*Boys' Life of Edison*—Harper, 1921
- 6. Richards, Mrs. L. E.—*Florence Nightingale*—Appleton, 1909
- 7. Tappan, Eva March, Editor—*Andrew Carnegie's Own Story for Boys and Girls*—Houghton, 1920
- 8. Wildman, Edwin—*Famous Leaders of Industry*—(First Series, 1920) (Second Series, 1921) Page

*Studies of Occupations for Eighth Grade Pupils*

1. Barnard, J. L., Editor—*Getting a Living*—Franklin, 1921
2. Bate, W. G., and Wilson, Eliza A.—*Studies in Vocational Information*—Longmans, 1926
3. Davis, F. G. and B. C.—*Guidance for Youth*—Ginn, 1928
4. Dean, Edward O.—*Opportunities Out of Doors*—Harper, 1921
5. Gallagher, R. P.—*Courses and Careers*—Harper, 1930
6. Giles, F. M. and I. K.—*Vocational Civics*—Macmillan, 1929, C. 1922
7. Hoerle, Helen C. and Saltzberg, Florence B.—*The Girl and the Job*—Holt, 1919
8. Holbrook, H. L. and McGregor, A. Laura—*Our World of Work*—Allyn, 1929
9. Laselle, Mary A. and Wiley, Katherine E.—*Vocations for Girls*—Houghton, 1913
10. Myers, G. E., Little, G. M. and Robinson, S. A.—*Planning Your Future*—McGraw, 1930
11. U. S. Bureau of the Census—*Abstract of the Fifteenth Census*—Department of Commerce, 1930
12. Wanger, Ruth—*What Girls Can Do*—Holt, 1926
13. World Almanac (New York World)
14. Ziegler, S. H. and Jaquette, Helen—*Choosing an Occupation*—Winston, 1924

*References for Teachers (See also Bibliographies)*

1. Bennett, G. Vernon, Ed.—*Occupational Exploratory Courses*—Society for Occupational Research, 3551 University, Ave., Los Angeles
2. Bowman, C. A.—*Graphic Aids in Occupational Analysis*—Bruce, 1924
3. Davis, Jesse B.—*Vocational and Moral Guidance*—Ginn, 1914
4. Edgerton, A. H.—*Vocational Guidance and Counseling*—Macmillan, 1926
5. Hatcher, O. Latham—*Occupations*—Southern Women's Educational Alliance, 1927
6. Hatcher, O. Latham—*Guiding Rural Boys and Girls*—McGraw, 1930
7. Hollingworth, H. L.—*Vocational Psychology*—Appleton, 1916
8. Kitson, Harry D.—*The Psychology of Vocational Adjustment*—Lippincott, 1925
9. Lane, May Rogers—*Occupational Studies*—International Textbook Co., 1927
10. Lane, May Rogers—*Vocations in Industry*—Manual and three volumes, International Textbook Co.
11. McCracken, T. C. and Lamb, Helen E.—*Occupational Information in the Elementary School*—Houghton, 1923
12. Myers, George E.—*The Problem of Vocational Guidance*—Macmillan, 1927
13. Pennsylvania Department of Public Instruction—*General Bulletin on Guidance*

## Part II. Outline of Lessons

### Unit I—What We Mean By Vocation

#### Lesson 1

#### Topic: Introducing the Eighth Grade Course in Occupations

- A. Suggested Purposes: To pre-view the course and to check individual work-play plans for the new school year.
- B. Development:
  1. *The eighth grade course in occupations*  
Express in simple words the aims of the course. Take up briefly the three major units of Part II and if time allows, the topics under each. Let the central thought be "Learning about the main Occupational fields, and what they mean to us in school." Single occupations also are to be examined to make the general field, like agriculture, more definite.
  2. *The work-play plan*  
Pass out to members of the class their work-play programs of the past year (See lessons 35-36 in the Seventh Grade Course in School Opportunities) and arrange for new programs. This new program making must be followed up in the ensuing lesson and again from time to time. The principal, counselor and home room teacher all can be of assistance. If desired, a suggestive work-play plan may be developed in class during this period.
- C. Summary:  
Emphasize the fact that this year is to be a cross-section of the five main occupational fields and three training levels.
- D. Assignment for the Next Lesson:  
In this and succeeding periods, provide in advance for sufficient time to present topic, suggested purpose and assignment for next lesson, including references.

#### Lesson 2

#### Topic: The Meaning of Occupation and Vocation

- A. Suggested Purpose: To learn the meaning of the terms "Occupation" and "Vocation," the significance of a vocation, and the spirit of a life work.
- B. Assignment for This Lesson:
  1. *Look up the meaning of job, occupation, and vocation in any large dictionary, or smaller, if none other is available. Write down two definitions for each.*
  2. *Bring in brief notes on (a) what the worker does, and (b) training required, in that one of the following fields of work in which you are most interested.*



Ministry  
 Shoe repairing  
 Laboring for public highway contractor  
 Law  
 Stenography  
 Managing a dairy  
 Operating a drill press in a metal shop. (With  
     places on metal marked for holes, before reaching  
     the worker)  
 Trundling a wheelbarrow in a manufacturing plant

### 3. *References:*

Barnard  
 Davis and Davis  
 Giles  
 Holbrook and McGregor  
 Myers, Little, Robinson  
 Wanger  
 Ziegler and Jaquette

## C. Development:

### 1. *The meaning of job, occupation, and vocation*

- a. Develop on blackboard from previous class assignment the dictionary meaning for job, occupation, and vocation. The following definitions may be helpful:

*Job:* A piece of work, especially of a temporary character.

*Occupation:* Work which usually endures over a period of years, and is a vocation for many people.

*Vocation:* An occupation for which one is fitted, for which one undergoes preparation, and to which one feels he is called. This has a spiritual value the other terms lack. Emphasize derivation of "calling" from the Latin *voco*.

### b. *Questions:*

- (1) If you obtained work for one evening after school mowing a lawn, what would that be; a job, an occupation, or a vocation for you?
- (2) Suppose you earned your living by doing odd jobs in your neighborhood. What would the same work be then?
- (3) Let us take the case of a worker in a manufacturing plant who is operating a machine which he has learned to use in an hour; and from which he is getting full production in a week. The employer expects him to stay at this work for a few months, and if possible longer. Is this an occupation? May it be a vocation?

- c. Have each pupil now classify, and report verbally as called upon, the kind of work investigated in preparation for class. After a few reports have been made, ask this question: Could the laborer for the public highway contractor, pushing a wheelbarrow year after year, feel that he was doing his bit in the world's work, and could laboring be a "calling," to him? In his case what is lacking for his work to be generally considered a vocation?

## 2. *Importance of the vocation*

*Emphasize value of:*

- a. Knowing the work for which you are fitted. How does junior high school help you in this? Can you be well fitted by nature to do numerous kinds of work?
- b. Having a service point of view. Having a feeling that the vocation you ultimately choose is to be your contribution to the world's work, and that it is one of your missions in life. What is a minister's "call" to the ministry? Can people have "calls" to other vocations? When a person comes to look upon his vocation as a call to service does he think quite as much about payment in money? What other effects upon him and his work does the "call to service" have?
- c. Training for a vocation. What difference to you will school training make in entering a vocation, steadiness of employment, service rendered, and wages?

## D. Summary:

This lesson centers after all upon the real meaning of a vocation. The summary should stress this point.

## *Lesson 3*

### **Topic: Important Facts about Vocations**

- A. Suggested Purpose: To find out what we need to know about occupations in choosing a vocation.

## B. Assignment:

After examining two or more of the outlines given in the references, select three or more main topics which you believe will best serve as headings for our study of an occupation. Under each of these topics place sub-topics which you believe will be most helpful.

## References:

Barnard, p. 2.

Davis and Davis. Chapter outlines.

Giles, p. 1-11. Outlines and Chapter 1.

Holbrook and McGregor, p. 25, 337-341.

Pennsylvania Department of Public Instruction, Bulletin 13.

Myers, Little, Robinson, p. 39-42

Wanger, Chapter 2.

Ziegler and Jaquette, p. 17 and Chapter 2.

### C. Development:

In response to the question: "What are the most important facts to know about a position?" develop the following or a similar outline on the blackboard:

1. What the worker does
  - Physical work
  - Mental work
2. What the occupation offers
  - Working conditions—physical and social
  - Steadiness of employment
  - Opportunities for social life, helpfulness to others, and home life
  - Income
3. What the occupation requires
  - Personality
  - Education and training
4. Is this a good vocation for me?

The outlines given in the references may be considered by teacher and pupils, with any changes that may be desired.

One of the most important topics for this course is "What the worker does." This has not usually been developed in class, or visualized to the extent it might. The tendency has been to learn and to recite abstractly a list of the various qualifications for occupations. These occupations should be dramatized as far as practicable. *What Does the Worker Do?* Let the pupils demonstrate *posture, movements, mental work, and personality.*

### D. Summary:

Emphasis in the summary should be upon actually visualizing an occupation in terms of the main points developed, rather than memorizing what a book says.

## Unit II—*Learning About the Important Vocational Fields*

### *Lesson 4*

#### **Topic: The Important Vocational Fields**

##### A. Suggested Purpose:

To learn some of the important points about the few groups into which the thousands of occupations may be divided.

##### B. Assignment:

Look up the word "trade" in the dictionary. This is a term we shall use in the study of occupations. Do the words "brick-laying trade" seem to fit the dictionary meaning? How is brick laying classified in the U. S. Census list of occupations? Why is "home making" not in the census list of **main occupational fields**?

Examine and compare two or more of the outlines given in tables of contents of the following references:

References:

Barnard; Davis and Davis; Giles; Holbrook and McGregor; Wanger; Ziegler and Jaquette; Myers, Little, Robinson—Tables of contents. U. S. Census, Population—Occupation statistics.

C. Development:

The main vocational fields should be developed from occupations with which pupils are familiar. To show what is meant the teacher may place the following on the blackboard:

Animal  
Dog  
Collie

Then proceed to find the *main* vocational fields, corresponding to "animal." Example:

Industry  
Building  
Carpenter

The following grouping of occupations is the one used in this syllabus:

Agriculture  
Industry  
Commerce  
Home making  
Professions and allied services

Most of the texts have in the past followed the census grouping of nine vocational fields. The five here presented, or their equivalent, seem preferable for our purposes. The census list includes "trade" in a way rather in keeping with the dictionary emphasis, but misleading in the study of occupations today. We use home making as a major occupational field, not included in the census list.

D. Summary:

Emphasize the fact that there is no "one and only" major classification of occupations. In deciding on that given here, care should be used to show how others apply.

*Lesson 5*

**Topic: Vocational Training Levels**

A. Suggested Purpose:

To ascertain the meaning of vocational training levels, and how they apply to each of us.

B. Assignment:

Have each of the pupils look up an occupation in some one of the three training levels suggested, all three represented in

the class. The census will offer lists of occupations, as will texts and other references.

#### References:

The Table of Vocational Training Levels, may be copied from the blackboard.

Barnard; Davis and Davis; Giles; Holbrook and McGregor from which diagram was obtained; Wanger; Ziegler and Jaquette; Myers, Little, Robinson—Tables of contents.

Census Population-Occupation statistics.

#### C. Development:

The U. S. census population-occupation tabulations group workers under four(\*) sub-headings; laborers, semi-skilled operatives, skilled workers, and professional workers. One or more typical occupations with which pupils are familiar from the census list may be discussed briefly under the first and third points presented in Lesson 3: What the worker does; what the occupation requires, in education and training. If you do not yet have a census population-occupation volume available, the following may be used:

Laborer—Highway construction laborer

Semi-skilled worker—Machine tender in factory

Skilled worker—Electrician (In building or some other construction)

Professional worker—Physician (general practitioner, or specialist)

A discussion of these typical vocations may well lead to three levels of training: Laboring and semi-skilled work requiring less than one year of training in theory and practice; skilled work requiring from one to four years of theory and practice, based largely on practice; professional work, requiring training higher than high school for theory and practice, stressing theory as well as practice.

In general then, we may say there are little-skill, skilled, and science training levels. The following diagram used in one of the reference books for this lesson may at this point be placed upon the blackboard, to facilitate discussion:

*Vocational Training Levels*

	<i>Little-Skill</i>	<i>Skilled</i>	<i>Science</i>
Agriculture			
Commerce			
Industry			
Home Making			
Professions and Allied Services			
	Less than 1 yr. Tr.	1 to 4 yrs. Tr.	Higher than high school

\* Footnote: This training level grouping, however, is not uniformly applied in census population-occupation statistics, either in name or in occupations listed.



## D. Summary:

"How vocational training levels apply to me" is the key to this summary.

*General Plan for Lessons 6 to 30*

## A. Topic: The main vocational fields, and their sub-divisions.

## B. Suggested Purpose:

To learn what the main vocational fields, sub-divisions, and training levels are, what the workers do, what these fields and levels offer the pupil, and what they require of a young man or woman seeking to succeed in a vocation.

## C. Assignments:

The text books referred to contain numerous "things to do" as well as much supplementary reading. Assignments may be made to books, to topics for various references, including field visits, and may be made with pupils for individual study, or for cooperative work. It is important with these assignments as with their work in class, that pupils know *what* they are to do, *how* they are to do it, and *why*.

## References:

Care should be taken to provide a sufficient amount of material, without overloading the pupil. It is an advantage for each pupil to look up a topic from more than one reference. References given are those to some of the standard texts most likely to be available. Others should be used.

## D. Development:

Bear in mind that this is a survey course, with each of the five main vocational fields treated as a sub-unit. The development may vary somewhat, but in general should center in discussions based upon the following:

1. General reading covering important occupations in the field covered, for all pupils.
2. More specific but not lengthy report on one typical occupation in each main field, to be assigned to individual pupils for reading and field visit, and demonstrated to the class.

## E. Summary:

Each lesson as well as each main field should be summarized. Remember that the work of this year centers on *fields and training levels* rather than on specific occupations.

*The Field of Agriculture*

Note: Agriculture may be developed under general farming and single crop farming, or under plant and animal husbandry as suggested here. There is little choice between them as divisions. Business including management, applies to agri-

culture as it does to the other vocational fields. The general organization of agriculture should be considered in lessons 6-7, and is so directed in the reading assignments.

*Lessons 6-7*

**Topic. Plant Husbandry**

A. For Development:

Farmer  
Florist  
Fruit Grower  
Gardener  
Nurseryman  
Forester  
Other vocations

B. References:

Allen (Occupations in Agriculture—etc.)  
Barnard, p. 121-130  
Davis and Davis, p. 39-48, 57-64  
Giles, p. 31-50  
Holbrook and McGregor, p. 75-84, 101-115  
Myers, Little, Robinson, p. 43-55  
U. S. Census  
Wanger, p. 144-157  
Ziegler and Jaquette, p. 57-77, 92-102

*Lessons 8-9*

**Topic: Animal Husbandry**

A. For Development:

Dairyman  
Farmer  
Fisherman  
Poultry raiser  
Stock raiser  
Other vocations

B. References:

Allen (Occupations in Agriculture—etc.)  
Barnard, p. 131-138  
Davis and Davis, p. 48-57  
Giles, p. 55-58  
U. S. Census  
Myers, Little, Robinson, p. 43-55  
Holbrook and McGregor, p. 84-100  
Ziegler and Jaquette, p. 78-91, 102-104

*The Field of Industry*

*Lesson 10*

**Topic: Mining**

A For Development:

Mine laborer

Miner  
 Mine boss  
 Mine superintendent  
 Mine mechanic  
 Mining engineer  
 Geologist  
 Other mine vocations

B. References:

Davis and Davis, p. 74-80  
 Giles, p. 50-54  
 Holbrook and McGregor, p. 161-176  
 U. S. Census  
 Myers, Little, Robinson, p. 56-71  
 Ziegler and Jaquette, p. 107-121

*Lessons 11-12*

**Topic: Manufacturing**

A. For Development:

Note: The number of occupations in this group is almost unlimited. Add local mill occupations to this list including semi-skilled positions.

Blacksmith  
 Boiler maker  
 Buffer and polisher  
 Compositor  
 Draftsman  
 Electrician  
 Engineer-stationary  
 Engraver  
 Fireman (not fire department)  
 Foreman  
 Hammerman  
 Jeweler and watchmaker  
 Linotyper  
 Machinist  
 Manager  
 Molder (brass, iron, etc.)  
 Painter—glazier, varnisher, enameler  
 Pattern maker  
 Pressman (printing)  
 Superintendent  
 Tailor  
 Tin and coppersmith  
 Other vocations

B. References:

Barnard, p. 41-95  
 Davis and Davis, p. 133-152  
 Giles, p. 87-109  
 Holbrook and McGregor, p. 176-186  
 Myers, Little, Robinson, p. 72-76, 85-92

U. S. Census  
 Wanger, p. 52-74  
 Ziegler and Jaquette, p. 122-163

*Lessons 13-14*

**Topic: Building**

A. For Development:

Brick layer  
 Carpenter  
 Cement worker  
 Electrician  
 Painter  
 Paper hanger  
 Plasterer  
 Plumber and gas fitter  
 Sheet metal worker  
 Steam fitter  
 Stone mason  
 Structural iron worker  
 Other vocations

B. References:

Barnard, p. 9-40  
 Davis and Davis, p. 87-106  
 Giles, p. 109-120  
 Holbrook and McGregor, p. 193-206  
 Myers, Little, Robinson, p. 77-85.  
 U. S. Census  
 Ziegler and Jaquette, p. 164-188

*Lessons 15-16*

**Topic: Transportation and Other Public Utilities**

A. For Development:

Positions in:  
 Air and water transportation  
 Railroads  
 Street railway  
 Highway transportation  
 Telephone and telegraph  
 Gas and electric light

B. References:

Barnard, p. 146-159  
 Giles, p. 59-80  
 Holbrook and McGregor, p. 206-222  
 Myers, Little, Robinson, p. 96-108  
 Wanger, p. 74-81  
 Ziegler and Jaquette, p. 189-217  
 U. S. Census

*The Field of Commerce**Lessons 17-18***Topic: Buying and Selling**

## A. For Development:

Advertising  
 Buying  
 Credit  
 Insurance  
 Selling  
 Traffic  
 Other vocations

## B. References:

Barnard, p. 97-104, 112-116, 118-119  
 Giles, p. 121-134, 139-142  
 Holbrook and McGregor, p. 117-142  
 Myers, Little, Robinson, p. 109-120  
 U. S. Census  
 Wanger, p. 84-106  
 Ziegler and Jaquette, p. 218-238

*Lessons 19-20***Topic: Correspondence, Recording, Accounting (The Office)**

## A. For Development:

Stenographer  
 Typist  
 Filing Clerk  
 Bookkeeper  
 Accountant  
 Statistician  
 Bank employee  
 Other vocations

## B. References:

Barnard, p. 104-112  
 Giles, p. 134-139  
 Holbrook and McGregor, p. 143-160  
 Myers, Little, Robinson, p. 161-173  
 Wanger, p. 107-143  
 Ziegler and Jacquette, p. 294-304, 306-309

*The Field of Home Making**Lessons 21-22***Topic: Family Home Making**

## A. For Development:

The family home maker  
 Cook, caterer



Dress maker  
House maid  
Laundry worker  
Other vocations

B. References:

Giles, p. 215-217  
Holbrook and McGregor, p. 225-247  
Myers, Little, Robinson, p. 174-183  
Wanger, p. 275-282  
Ziegler and Jaquette, p. 310-318

*Lesson 23*

**Topic: Institutional Home Making**

A. For Development:

Waitress  
Cook and chef  
Steward  
Housekeeper  
Matron  
Nurse  
Manager (Tea room, restaurant, hotel, orphanage, etc.)  
Other vocations

B. References:

Davis and Davis, p. 173-179  
Giles, p. 218-220  
Holbrook and McGregor, p. 248-268  
Myers, Little, Robinson, p. 149-160  
Ziegler and Jaquette, p. 319-323  
U. S. Census

*The Field of Professions and Allied Services*

*Lessons 24-25*

**Topic: Arts Professions and Allied Services**

A. For Development:

Architect  
Artist—music, drama, painting, sculpture  
Designer  
Engineer  
Writer  
Other vocations

B. References:

Barnard, p. 161-167, 170-176  
Giles, p. 143-144, 195-208, 220-224  
Holbrook and McGregor, p. 269-286  
U. S. Census  
Wanger, p. 237-266  
Ziegler and Jaquette, p. 278-286

*Lessons 26-27***Topic: Personal Professions and Allied Services****A. For Development:**

General practitioner in medicine and surgery  
 Specialist in medicine; in surgery  
 Dentistry  
 Pharmacy  
 Nursing  
 Ministry  
 Social service  
 Teaching  
 Other personal professions  
 Barber  
 Manicurist  
 Hair dresser  
 Other allied services

**B. References:**

Barnard, p. 176-180, 184-198  
 Giles, p. 152-177, 183-194  
 Holbrook and McGregor, p. 287-308  
 Myers, Little, Robinson, p. 139-147  
 U. S. Census  
 Wanger, p. 158-228  
 Ziegler and Jaquette, p. 248-258, 261-278

*Lessons 28-29***Topic: Government and Allied Public Services****A. For Development:**

Lawyer—general practice  
 Specialist in law  
 Other vocations in or allied to law  
 Civil service vocations  
 Those entered under examinations and those which are not.  
 Military and naval vocations

**B. References:**

Barnard, p. 180-182, 139-145  
 Giles, p. 145-152  
 Holbrook and McGregor, p. 309-330  
 Myers, Little, Robinson, p. 121-133  
 U. S. Census  
 Wanger, p. 229-236  
 Ziegler and Jaquette, p. 239-247

*Lesson 30***Topic: Summary of Occupations****A. For Development:**

Analyze material (see lesson 3) developed for each main occupational field, compiling these into a final summary. Emphasize

(1) factors common to all occupational fields, and (2) factors which are unusually marked in or peculiar to certain fields.

B. References:

Occupational analyses and summaries previously developed in class

Unit III—*My Vocation*

*Lessons 31-33*

**Topic: How People Have Succeeded in Vocations**

A. For Development:

1. Each pupil should bring in a report of the success of some individual, preferably in the field in which he or she is most interested as a vocation. This report may be from some published article, or from some one locally who is recognized as a success.

The report may follow some such outline as:

- a. Choosing the vocation.
- b. Education and training.
- c. Obtaining the first position.
- d. Getting ahead in this field.
- e. Some suggestions to those planning for this vocation.

B. References:

Public Library biography shelves

Supplementary reading and other chapter references in Giles; Holbrook and McGregor; Wanger; Ziegler and Jaquette; Myers, Little, Robinson

American Magazine and other current literature

Local representatives of various vocations

*Lessons 34-36*

**Topic: My Vocational Plan**

(Written analysis of vocational field in which each pupil is most interested, with plan for exploration and preparation)

A. For Development:

“My Vocation”

1. Name of vocation, or vocational field.
2. Brief description of this work (what the worker does).
3. What this field offers.
4. What this occupation or field demands in personal characteristics, education and training.
5. The qualities I possess, and those I need to develop.
6. The courses of study I plan to take in preparation, and institutions selected.
7. Plans for other training.

B. References:

Previously used books on occupations, field visits to places of work and specialists in these fields, school and college catalogs, alumni, parents, principal, teachers, and school counselor or adviser.





